DOCUMENT RESUME

ED 432 974 HE 032 682

AUTHOR	Monk, Janice
TITLE	Geography: Discipline Analysis. Women in the Curriculum Series.
INSTITUTION	Towson Univ., Baltimore, MD. National Center for Curriculum Transformation Resources on Women.
SPONS AGENCY	Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
ISBN	ISBN-1-885303-25-4
PUB DATE	1997-00-00
NOTE	28p.; For related documents in this series, see HE 032 663-689.
AVAILABLE FROM	Towson University, 8000 York Road, Baltimore, MD 21252; Tel: 800-847-9922 (Toll Free); Fax: 410-830-3482; Web site: http://www.towson.edu/ncctrw ($7).
PUB TYPE	Information Analyses (070)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*College Curriculum; College Instruction; Culture; Ethnicity; Females; Feminism; *Feminist Criticism; *Geography; Geography Instruction; Higher Education; *Human Geography; Models; Race; *Research; Research Methodology; *Sex Bias; Sex Fairness; Social Class; Theories
IDENTIFIERS	Gender Issues

ABSTRACT

This essay examines the ways in which geography, as a discipline, has been influenced by feminist scholarship in the field. It explains that early feminist critiques of the discipline examined the extent to which geography had overwhelmingly dealt with the lives of men and the ways in which its theories, methods, and content reflected men's experiences. Geographers are paying increasing attention to the ways in which gender interacts with other social categories, such as race, ethnicity, class, nationality, immigrant status, and life course stage, to understand the complexities of relationships between women and men and among women. Feminist geography is pluralistic in its theoretical and methodological stances. A great deal of research has been done using in-depth interview strategies. (Contains 17 references.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

#E

ED 432 974

GEOGRAPHY

Discipline Analysis

Janice Monk
University of Arizona

WOMEN in the CURRICULUM

HE032682

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Women in the Curriculum

GEOGRAPHY

Discipline Analysis

Janice Monk

University of Arizona

National Center for
Curriculum Transformation
Resources on Women
1997

National Center for Curriculum Transformation Resources on Women
Institute for Teaching and Research on Women
Towson University
8000 York Road
Baltimore, MD 21252
Phone: (410) 830-3944
Fax: (410) 830-3469
E-mail: ncctrw@towson.edu
http://www.towson.edu/ncctrw

Copyright © 1997
National Center for Curriculum Transformation Resources on Women

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the National Center for Curriculum Transformation Resources on Women.

The National Center for Curriculum Transformation Resources on Women is partially supported by grants from The Ford Foundation and the U.S. Department of Education, Fund for the Improvement of Postsecondary Education, whose support is gratefully acknowledged. The viewpoints expressed herein, however, do not necessarily reflect those of the funding agencies.

Printed on recycled paper by Uptown Press, Baltimore, MD

ISBN 1-885303-25-4

PREFACE

Since the 1970s feminist and multicultural scholarship has been challenging the traditional content, organization, methodologies, and epistemologies of the academic disciplines. By now this scholarship is formidable in both quantity and quality and in its engagement of complex issues. The National Center for Curriculum Transformation Resources on Women is therefore publishing a series of essays that provide brief, succinct overviews of the new scholarship. Outstanding scholars in the disciplines generously agreed to write the essays, which are intended to help faculty who want to revise courses in light of the new information and perspectives. Each essay is accompanied by a bibliography that includes references for further reading, resources for the classroom, and electronic resources.

Elaine Hedges

Series Editor

GEOGRAPHY

Since it emerged in the mid-1970s, geographic research on gender has become international in scope. It has created a substantial body of knowledge about many aspects of women's lives and revealed the importance of gendered ideologies in shaping the nature of space and place. In the process, gender studies have played an important part in heightening awareness that geographic knowledge reflects the cultural and political contexts in which it is created. In Europe, North America, and Australasia, for example, the considerable growth in the participation of women in paid employment since the 1960s has directed a great deal of the research towards the implications of urban spatial organization for the daily lives of women faced with combining work outside the home with major responsibilities for household maintenance and child care. Research in African and South Asian settings, by contrast, has emphasized rural contexts and development issues.

Studies on women and gender within geography have been more extensive in some sub-fields of the discipline than others. Within the broad area of human geography, they initially focused on social and economic geography, and more recently have turned to cultural geography as well. Some work has been done in political geography, but relatively little in historical geography. One important aspect of the research has been its recognition that some of the traditional boundaries between the subfields are artificial, or at least not helpful in understanding issues of gen-

der, where the social, economic, and political arenas of life are seen to be interconnected. Some sub-fields of the discipline have been virtually neglected, however. Only a handful of scholars have taken up issues of gender in relation to the booming technical sub-fields of cartography and geographic information systems; even fewer have paid attention to physical geography, and then mainly to look at the representation of women as geographers in this branch of the discipline. Regardless of sub-field, most of the work on gender has been conducted by women who have also documented aspects of their own marginality in the profession. Rarely are women in positions of power, and they are likely to be differently distributed across institutions and specialties than men.[1]

In this short overview of gender studies in geography, I will first discuss the critiques which feminist geographers have made of their discipline's failure to attend to women's lives, then go on to look at some of the main currents within gender studies, discussing the concepts used, the content incorporated, and the methodological discussions that have emerged.

Feminist Critiques of Geography

Early work provided important critiques of the extent to which geography had overwhelmingly dealt with the lives of men and the ways in which its theories, methods, and content reflected men's experiences, impoverishing the discipline and failing to contribute towards the resolution of women's serious social, economic, and political inequality in either developed or "third world" countries. Research on migration, for example, had generally presented men as decision makers, and women (if mentioned) as passive followers, despite an absence of studies con-

firming how household decisions were made and the presence of data that showed women predominating in a variety of migration streams. Urban travel models had focused on the journey to work (implicitly of men in full-time jobs), overlooking the more complex patterns of women combining travel for employment (which might be part-time) with journeys related to meeting household needs. Economic geographers emphasized research on heavy manufacturing industries and commercial agriculture rather than on female-employing industries, service employment, or agriculture for household consumption.

Feminist critics also identified methodological problems in geographic research. Commonly used secondary sources such as censuses and indicators were seen to mask women's unpaid reproductive work, and field research practices, such as conventionally interviewing the (male) "head" as representative of the household were recognized as inadequate.[2] Sexist biases were identified in teaching materials as well as in research, revealing gaps in content and problems with language usage (for example, not only underrepresenting women but minimizing their agency).[3] The question of the "masculinity" of much geographic writing remains an issue for critique.[4]

Conceptual Frameworks and Their Application

Concepts developed in interdisciplinary feminist scholarship have been integral in geographic work. Central has been the recognition that *gender is a cultural and historical construct* and that what societies see as appropriate activities for women and men differ from place to place. Numerous studies explore the ways in which *ideologies*

about gender are implicit in the geographies of daily life (for example, in interpreting the widely reported shorter journeys of women than men from home to employment in Western cities in terms of women's roles as mothers).[5] They show how thinking about *gender roles* and *gender relations* has affected the evolution of spatial structures (for example, the historical development of suburbia as a space for women's domestic life);[6] they explore how failures and problems of economic development policies and programs can be linked to planners' erroneous assumptions that farming is a male activity and that women are inconsequential globally in agricultural production.[7]

Increasingly, geographers are paying attention to ways in which *gender interacts with other social categories* such as race/ethnicity, class, nationality, immigrant status, and life course stage to understand the complexities of relationships between women and men and among women. In these studies, questions are asked about the roles of space and place in the reproduction of gender, ethnicity, class and so on, and conversely, how gender interacts with class, ethnicity, etc. in reproducing spaces and places. The extensive research project by Hanson and Pratt in Worcester, Massachusetts provides many telling examples, as they look at differences among neighborhoods in work, family, and community relationships. They reveal how employers' labor recruitment strategies create distinctive gender and ethnic combinations in specific workplaces and show how people's use of family and neighborhood networks shapes their knowledge about employment prospects, in each case contributing to the persistence of occupational segregation on gender and ethnic bases.[8] They report daily space-time strategies for combining home and work which vary by class and neighborhood, describing, for example, how working class couples often mesh shift work so that one parent is at home to care for children,

whereas in middle class neighborhoods part-time work by mothers is presented as normative.[9]

A complementary study in England by Gregson and Lowe highlights how British cultural ideologies (which influence policies with respect to service provision and worker training) come together with gender, class and life-course patterns to give rise to a situation in which young upper-middle class professionals hire women of particular age and class backgrounds to provide services within the home (young lower-middle class women as nannies and older working class women as house cleaners).[10] Such research not only shows how space, place and gender come together but also acknowledges the importance of recognizing that *productive and reproductive* work are interdependent. It challenges the traditional distinctions within the discipline of treating economic and social geography as separate domains.

Like feminist scholars in other disciplines who have found the analytical distinctions between *public and private spheres* of life both useful and problematic, geographers have explored the expression of these concepts in space. They have opened hitherto ignored private spaces to geographic scrutiny. Early articles suggested that geographers should examine private spaces (domestic interiors) as women's spaces (in contrast to traditional landscape studies which had focused on the outdoors).[11] As feminist geography developed, the distinction between "public" and "private" (like the distinctions between social and economic, or between production and reproduction) was seen to be blurred, and the interdependence of the two was recognized. Examples from the political and environmental realms illustrate this point. Studies of recent political struggles in Latin America show male state aggressors invading private spaces to abduct state "enemies," while

women have drawn on gender ideologies that support their private roles as mothers to enter public spaces to protest state violence. [12] Similarly, Mayer argues that the Israeli occupation's invasion of the private spaces of Palestinian homes had the effect of heightening Palestinian women's commitment to nationalism and increased their public political participation.[13]

Geographers working on the theme of human relationships with the natural environment have also found that the idea of connections between the public and private provides a useful conceptual framework. Concerns for private matters—the health of their families, the supply of fuel, the quality of water available to the household and community—have prompted women to enter the public sphere to protest against deteriorating and toxic environments and to initiate such activities as forestry programs that involve planting indigenous species that have multiple uses rather than supporting investment in fast-growing exotic species for export markets.[14] An important question in this research is the extent to which gender shapes environmental values. Here geographers are critical of that segment of interdisciplinary feminist literature which positions women as essentially closer to nature than men; instead, they seek to identify how gender intersects with cultural heritages, ecological location, educational levels and positioning within economic and political structures.[15]

Theoretical and Methodological Orientations

Feminist geography has been, and continues to be, pluralistic in its theoretical and methodological stances. In the early years, empirical (largely positivist) research

played an important role in establishing that women's experiences of space and place differed from men's. These approaches continue to be important, especially in applied studies of development issues in Asia and Africa that document women's work and relationships to natural resources. Early theorizing (especially in Britain) favored socialist feminist approaches that located women's oppression within capitalism and patriarchy. More recently, post-modernist and post-structuralist thinking has assumed an important position within feminist geography. Questions of the connections between space, place, and the construction of gendered identities are of increasing interest, as are issues regarding representation, both symbolically and in the material landscape.[16]

Feminist research in geography has found utility in a number of classical geographic methodological ideas, but it has also questioned traditional methodologies. Recognition of the utility of *scale* as an important approach to framing research has persisted, and feminist geographers have employed various spatial scales in their work, highlighting patterns that may be overlooked by scholars in other disciplines which are less sensitive to the implications of scale as they pose questions and seek answers. Work has been conducted on local, regional, national, and international/global scales, illustrating the utility of each. For example, a forthcoming volume on women's work and daily lives in the European Union, in which scale serves as an organizing principle, uses multinational and national scales to highlight the gendered ideologies of state policies, then introduces urban and neighborhood scales to focus on personal and familial values.[17] McDowell and Massey's classic study of the gendering of work in Britain presents a regional scale argument.[18] Hanson's and Pratt's in-depth research on the significance of space in understanding occupational segregation is an intra-urban scale study and

Towson University, Baltimore, MD

makes a convincing case for the importance of attending to the local.[19] Many of the case studies on gender and rural development (for example, those reported in Momsen and Kinnaird) involve detailed household and community level analysis.[20] Collectively, the research not only illustrates the value of considering various scales in understanding gender issues, but also demonstrates that geographers working at different scales can engage with gender studies.

Methodologically, a great deal of feminist geography has used in-depth interview strategies. To some extent, such work developed because of the paucity of secondary data on women's lives. But it also stemmed from perspectives that valued letting women "speak for themselves" and aimed to reduce the distance between researcher and "subject." These goals present dilemmas for interviewers and writers struggling to represent people who are different from themselves. What are the dynamics of men interviewing women or vice versa, for example? How does one deal with relationships in research across racial, ethnic, religious, or national categories?[21] Recently, the question of appropriate uses of quantification in feminist research has resurfaced, together with discussion of combining methodological strategies.[22]

Gender studies are now clearly on the geographical map, but the atlas still has many incomplete and blank pages. Research and teaching by local geographers has barely begun in Eastern Europe, Latin America, and East Asia. Very little progress has been made in incorporating gender perspectives into introductory texts in other than a superficial manner, or into the burgeoning area of pre-collegiate geography in the United States. A modest project to create modules for insertion into undergraduate courses was carried out under a Women's Educational Equity Act grant to the Association of American Geographers in 1978-80.[23] Beginning in 1995, "Finding A Way" was funded by the

National Science Foundation to support efforts by the National Council for Geographic Education to provide in-service education for K-12 teachers that would increase the interest and achievement of girls of diverse ethnic backgrounds in geography. Topically, only recently have geographers begun to examine issues about sexuality, the body, health, and women's safety. Relatively little work has been done on girls and young women or on older women.[24] Nevertheless, in two decades the field has gone from miniscule beginnings to become a flourishing area of research, especially by younger scholars, supporting its own international journal, *Gender, Place and Culture,* study groups within the geographic societies of a number of countries, and a Commission on Gender within the International Geographical Union.

Notes

1. Data on the representation of women in geography are patchy, though it is evident that their situation varies across places and over time. For reports on the U.S. see Wilbur Zelinsky, "The Strange Case of the Missing Female Geographer," *The Professional Geographer*, 25 (1973) 101-06; Wilbur Zelinsky, "Women in Geography: A Brief Factual Account," *The Professional Geographer*, 25 (1973) 151-65; Mildred Berman, "Facts and Attitudes on Discrimination as Perceived by AAG Members," *The Professional Geographer*, 29 (1977) 70-76; David R. Lee, "The Status of Women in Geography: Things Change, Things Remain the Same," *The Professional Geographer*, 42 (1990) 202-11; Janice Monk, "The Occupational Segregation of Women Geographers in the United States, 1900-1950," *Abstracts, 27th International Geographical Congress*, 1992 and James W. Vining, *The National Council for Geographic Education: The First Seventy-Five*

Years and Beyond (Indiana, PA: NCGE, 1990) present evidence on the substantial representation of women in geography, especially in teacher training institutions pre-World War II; for Canada see Janet Momsen, "Women in Canadian Geography," *Canadian Geographer*, 24 (1980) 177-83; for the U.K. see Linda McDowell, "Women in British Geography," *Area*, 11 (1979) 151-54 and Linda McDowell and Linda Peake, "Women in British Geography Revisited: Or the Same Old Story," *Journal of Geography in Higher Education*, 14 (1989) 19-30; for Spain, Maria-Dolors García-Ramon et al., "Women and Geography in Spanish Universities," *The Professional Geographer*, 40 (1988) 307-15. Michael Goodchild and Donald Janelle, "Specialization in the Structure and Organization of Geography," *Annals of the Association of American Geographers*, 78 (1988) 1-28 document differences in specialization by gender within U.S. geography.

2. Janice Monk and Susan Hanson provide a detailed critique in "On Not Excluding Half of the Human in Human Geography," *The Professional Geographer*, 34 (1982) 11-23.

3. Tamar Mayer reviewed a number of introductory college texts (see "Consensus and Invisibility: The Representation of Women in Human Geography Texts," *The Professional Geographer*, 41 (1989) 397-409); Ann E. Larimore, "Humanizing the Writing in Cultural Geography Texts," *Journal of Geography*, 77 (1978) 180-83, focuses on issues of writing style, and Janice Monk, "Women in Geographic Games," *Journal of Geography*, 77 (1978) 190-91, assesses the roles for women in role playing and simulation activities.

4. Gillian Rose, *Feminism and Geography: The Limits of Geographical Knowledge*, Cambridge: Polity Press, 1993.

5. Susan Hanson and Ibipo Johnston, "Gender Differences in Work Trip Lengths: Explanations and Implications," *Urban Geography*, 6 (1985) 193-219.

6. Linda McDowell, "Towards an Understanding of the Gender Division of Urban Space," *Environment and Planning D: Society and Space*, 1 (1983) 59-72.

7. Janet Momsen and Janet Townsend (eds.), *Geography and Gender in the Third World*, London: Century Hutchinson, 1983.

8. For example, some employers recruit Latinos from particular neighborhoods; another seeks Polish immigrant men from one parish. Hanson and Pratt found employers and employees able to describe quite specific social geographies within firms. See Susan Hanson and Geraldine Pratt, *Gender, Work and Space*, London: Routledge, 1994.

9. Hanson and Pratt, *op. cit.*

10. Nicky Gregson and Michelle Lowe, *Servicing the Middle Classes*, London: Routledge, 1994.

11. Bonnie Loyd, "Woman's Place, Man's Place," *Landscape*, 20, 1 (1975) 10-13.

12. Joseph Scarpaci and Linda J. Frazier, "State Terror: Ideology, Protest and the Gendering of Landscapes," *Progress in Human Geography*, 17 (1993) 1-21; Jennifer Schirmer, "The Seeking of Truth and the Gendering of Consciousness: The CoMadres of El Salvador and the CONAVIGUA Widows of Guatemala," in Sarah A. Radcliffe and Sally Westwood (eds.), *Viva: Women and Political Protest in Latin America*, London: Routledge, 1993.

13. Tamar Mayer, "Heightened Palestinian Nationalism: Military Occupation, Repression, Difference and Gender," in Tamar Mayer (ed.), *Women and the Israeli Occupation: The Politics of Change*, London: Routledge, 1994.

14. See the collection of essays in Dianne Rocheleau, Barbara Thomas Slayter, and Esther Wangari (eds.), *Feminist Political Ecology*, London: Routledge, 1996 and Joni Seager, *Earth Follies: Coming to Feminist Terms with the Global Environmental Crisis*, New York: Routledge, 1993.

15. L. Gray, "The Effect of Drought and Economic Decline on Rural Women in Western Sudan," *Geoforum*, 24 (1993) 89-98; Cathy Nesmith, "Gender, Trees, and Fuel: Social Forestry in West Bengal, India," *Human Organization*, 50 (1991) 337-48; Cathy Nesmith and Sarah A. Radcliffe, "(Re)mapping Mother Earth: A Geographical Perspective on Environmental Feminisms," *Environment and Planning D: Society and Space*, 11 (1993) 379-94; Vera Norwood and Janice Monk (eds.), *The Desert Is No Lady: Southwestern Landscapes in Women's Writing and Art*, New Haven, CT: Yale University Press, 1987 (reissued, Tucson: University of Arizona Press, 1996).

16. Introductions to gender and landscape themselves are provided in Janice Monk, "Gender in the Landscape: Expressions of Power and Meaning," and Hilary Winchester, "The Construction and Deconstruction of Women's Roles in the Urban Landscape," in Kay Anderson and Fay Gale (eds.), *Inventing Places: Studies in Cultural Geography*, Melbourne/New York: Longmans Cheshire/Wiley, 1992. Research articles incorporating contemporary perspectives may be found in *Gender, Place and Culture: A Journal of Feminist Geography*.

17. Maria-Dolors García-Ramon and Janice Monk (eds.), *Women of the European Union: The Politics of Work and Daily Life*, London: Routledge, 1996.

18. Linda McDowell and Doreen Massey, "A Women's Place?" in Doreen Massey and John Allen (eds.), *Geography Matters*, Cambridge: Cambridge University Press, 1984.

19. Hanson and Pratt, *op. cit.*

20. Janet H. Momsen and Vivian Kinnaird (eds.), *Different Places, Different Voices: Gender and Development in Africa, Asia, and Latin America*, London: Routledge, 1993.

21. An overview of qualitative methods in feminist geography is provided in Linda McDowell, "Doing Gender: Feminism, Feminists, and Research Methods in Human Geography," *Transactions of the Institute of British Geographers*, 17 (1992) 399-416. Several perspectives on ethical and methodological dilemmas are included in special theme sections of *The Canadian Geographer*, 37, 1, 1993 and *The Professional Geographer*, 46, 1, 1994.

22. A theme section of *The Professional Geographer*, 47, 4, 1995 focuses on quantitative research methods in feminist geography.

23. Arlene Rengert and Janice Monk (eds.), *Women and Spatial Change*, Dubuque, Iowa/Washington, DC: Kendall Hunt/Association of American Geographers, 1982.

24. David Bell and Gill Valentine (eds.), *Mapping Desire*, London: Routledge, 1994 and Cindi Katz and Janice Monk (eds.), *Full Circles: Geographies of Women over the Life Course*, London: Routledge, 1993.

Suggested Readings

Hanson, Susan, "Geography and Feminism: Worlds in Collision?" *Annals of the Association of American Geographers*, 82 (1992) 569-86.

Hanson, Susan, and Geraldine Pratt, *Gender, Work and Space*, London: Routledge, 1995.

Katz, Cindi, and Janice Monk (eds.), *Full Circles: Geographies of Women of the Life Course*, London: Routledge, 1993.

Mayer, Tamar, "Consensus and Invisibility: The Representation of Women in Human Geography Texts," *The Professional Geographer*, 41 (1989) 397-409.

McDowell, Linda, "Doing Gender: Feminism, Feminists, and Research Methods in Human Geography," *Transactions of the Institute of British Geographers*, 17 (1992) 399-416.

McDowell, Linda, and Doreen Massey, "A Woman's Place?" in Doreen Massey and John Allen (eds.), *Geography Matters*, Cambridge: Cambridge University Press, 1984.

Monk, Janice, "Partial Truths: Feminist Perspectives on Ends and Means," in Michael Williams (ed.), *Understanding Geographical and Environmental Education: The Role of Research*, London: Cassell Education, 1996.

—, "Gender in the Landscape: Expressions of Power and Meaning," in Kay Anderson and Fay Gale (eds.), *Inventing Places: Studies in Cultural Geography*, Melbourne/New York, Longmans Cheshire/Wiley, 1992.

Monk, Janice, and Susan Hanson, "On Not Excluding Half of the Human in Human Geography," *The Professional Geographer*, 34 (1982) 11-23.

Momsen, Janet, and Vivian Kinnaird (eds.), *Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America*, London: Routledge, 1993.

Momsen, Janet, and Janet Townsend (eds.), *Geography and Gender in the Third World*, London: Century Hutchinson, 1983.

Nesmith, Cathy, and Sarah Radcliffe, "(Re)mapping Mother Earth: A Geographical Perspective on Environmental Feminisms," *Environment and Planning D: Society and Space*, 11 (1993) 379-94.

Norwood, Vera, and Janice Monk (eds.), *The Desert Is No Lady: Southwestern Landscapes in Women's Writing and Art*, New Haven, CT: Yale University Press, 1987; Tucson, AZ: University of Arizona Press, 1996.

Rocheleau, Dianne, Barbara Thomas Slayter and Esther Wangari (eds.), *Feminist Political Ecology*, London: Routledge, 1996.

Rose, Gillian, *Feminism and Geography: The Limits of Geographical Knowledge*, Cambridge: Polity Press, 1993.

Seager, Joni, *Earth Follies: Coming to Feminist Terms with the Global Environmental Crisis*, New York: Routledge, 1993.

Zelinsky, Wilbur, Janice Monk and Susan Hanson, "Women and Geography: Review and Prospectus," *Progress in Human Geography*, 6 (1982) 317-66.

Additional Resources

A feminist geography listserv is operated from the University of Kentucky. Periodically it includes bibliographic compilations. To subscribe to the list: <listserv@lsv.uky.edu> with the message <subscribe geogfem (your name)>.

The Geographic Perspectives on Women Specialty Group of the Association of American Geographers orga-

nizes numerous sessions at the annual meetings of the Association, publishes a newsletter, and awards annual prizes for student papers and dissertation proposals. Information about the Specialty Group and the address of the chair may be obtained from the Association of American Geographers, 1710 16th Street NW, Washington, DC 20009-3198.

The Commission on Gender and Geography of the International Geographical Union organizes sessions at International Geographical Congresses and periodic symposia around the world. Its bi-annual newsletter, which includes a bibliographic section, is posted on the feminist geography listserv noted above.

Gender, Place and Culture is an international journal devoted primarily to feminist geography; regular reviews of research in feminist geography are published in *Progress in Human Geography*; the book series, *International Studies of Women and Place*, published by Routledge, issues several titles annually, aimed at advanced undergraduate and graduate students.

About the Author

Janice Jones Monk is Executive Director of the Southwest Institute for Research on Women and Adjunct Professor of Geography at the University of Arizona. She earned her BA at the University of Sydney, Australia, and her MA and Ph.D. at the University of Illinois at Urbana-Champaign.

Dr. Monk has co-authored or co-edited seven books and published many articles and book chapters in women's studies, geography, and higher education. These include *Full Circles: Geographies of Women over the Life Course*, *Women of the European Union: The Politics of Work and Daily Life*, and *The Desert is No Lady: Southwestern Landscapes in Women's Writing and Art*. She is also Executive Producer of the film *The Desert is No Lady*. She has directed and consulted for curriculum transformation projects since 1978 and co-edited a special issue of *Women's Studies International Form* (14/4, 1991) on internationalizing the women's studies curriculum.

Reader Comment

Discipline Analysis Essay: Geography

Thank you for taking a few minutes to provide us with feedback on how you've used this essay. If you have shared it with others, please feel free to copy this form and provide it to them.

Circle the appropriate number:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
• This essay gave an effective summary of issues regarding women in the discipline	1	2	3	4	5
• The information on the discipline was clear	1	2	3	4	5
• Concepts and vocabulary were easy to understand	1	2	3	4	5
• The information in the main body of the essay was useful for course revision	1	2	3	4	5
• The references were very useful	1	2	3	4	5

How did you learn about this essay? Check all that apply.

- ☐ Publication notice
- ☐ Faculty workshop
- ☐ Conference presentation
- ☐ Internet listing
- ☐ Summer institute
- ☐ Other (what?_____)

What use did you make of the essay? Check all that apply.

- ☐ Read it for my own knowledge
- ☐ Used to revise a course
- ☐ Shared with colleagues
- ☐ Assigned as classroom reading

Please tell us something about your institution. Is it a:

- ☐ high school
- ☐ two-year college
- ☐ four-year college
- ☐ research university
- ☐ other (what?_____)

Also tell us something about yourself. Are you: (check all that apply)

- ☐ a faculty member (If so, what is your discipline of training? _____)
- ☐ a student (If so, what is your major? _____)
- ☐ an administrator
- ☐ other (what?_____)

How much formal academic training have you received in this discipline?

- ☐ none
- ☐ one or two courses as an undergraduate
- ☐ undergraduate major
- ☐ some graduate training
- ☐ master's degree training
- ☐ Ph.D. degree training

For additional comments, please write on the back of this card or attach additional pages.

Thanks!

Name:
Address:
City/State/Zip:
Phone: Email:

TAPE HERE TAPE HERE

Comments: We would welcome additional comments. Please be specific. Write in the space below, or use additional pages if necessary. Thank you!

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 9560 BALTIMORE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

National Center for Curriculum Transformation Resources on Women
Institute for Teaching and Research on Women
Towson University
Towson, MD 21252

Publications of the National Center for Curriculum Transformation Resources on Women

WOMEN IN THE CURRICULUM

The following publications consist of directories, manuals, and essays covering the primary information needed by educators to transform the curriculum to incorporate the scholarship on women. The publications have been designed to be brief, user friendly, and cross referenced to each other. They can be purchased as a set or as individual titles. Tables of contents and sample passages are available on the National Center Web page: http://www.towson.edu/ncctrw/.

➢ ***Directory of Curriculum Transformation Projects and Activities in the U.S.***

The *Directory* provides brief descriptions of 237 curriculum transformation projects or activities from 1973 to the present. It is intended to help educators review the amount and kinds of work that have been occurring in curriculum transformation on women and encourage them to consult project publications (see also *Catalog of Resources*) and to contact project directors for more information about projects of particular interest and relevance to their needs.

386 pages, 8½ x 11 hardcover, $30 individuals, $45 institutions, ISBN 1-885303-07-6

➢ ***Catalog of Curriculum Transformation Resources***

The *Catalog* lists materials developed by curriculum transformation projects and national organizations that are available either free or for sale. These include proposals, reports, bibliographies, workshop descriptions, reading lists, revised syllabi, classroom materials, participant essays, newsletters, and other products of curriculum transformation activities, especially from those projects listed in the *Directory*. These resources provide valuable information, models, and examples for educators leading and participating in curriculum transformation activities.

(Available fall 1997)

➢ ***Introductory Bibliography for Curriculum Transformation***

The *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an "introduction" that will lead you to other sources.

15 pages, 6 x 9 paper, $7, ISBN 1-885303-32-7

➢ ***Getting Started: Planning Curriculum Transformation***

Planning Curriculum Transformation describes the major stages and components of curriculum transformation projects as they have developed since about 1980. Written by Elaine Hedges, whose long experience in women's studies and curriculum transformation projects informs this synthesis, *Getting Started* is designed to help faculty and administrators initiate, plan, and conduct faculty development and curriculum projects whose purpose is to incorporate the content and perspectives of women's studies and race/ethnic studies scholarship into their courses.

124 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-06-8

➢ ***Internet Resources on Women: Using Electronic Media in Curriculum Transformation***

This manual gives clear, step-by-step instructions on how to use e-mail, find e-mail addresses, and access e-mail discussion lists relevant to curriculum transformation. It explains Telnet, FTP, Gopher, and the World Wide Web, and how to access and use them. It discusses online information about women on e-mail lists and World Wide Web sites. Written by Joan Korenman, who has accumulated much experience through running the Women's Studies e-mail list, this manual is a unique resource for identifying information for curriculum transformation on the Internet. Updates to this manual will be available on the World Wide Web at http://www.umbc.edu/wmst/updates.html .

130 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-08-4

➢ ***Funding: Obtaining Money for Curriculum Transformation Projects and Activities***

This manual is intended to assist educators who lack experience in applying for grants but are frequently expected to secure their own funding for projects. The manual provides an overview of the process, basic information and models, and advice from others experienced in fund raising.

150 pages,6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-05-x

➢ ***Evaluation: Measuring the Success of Curriculum Transformation***

This manual outlines several designs which could be used when assessing the success of a project. *Evaluation: Measuring the Success of Curriculum Transformation* is written by Beth Vanfossen, whose background in the teaching of research methods as well as practical experience in conducting evaluation research informs the manual's advice. Evaluation is an increasingly important component of curriculum transformation work on which project directors and others often need assistance.

(Available fall 1997)

➢ ***Discipline Analysis Essays***

Under the general editorship of Elaine Hedges, the National Center has requested scholars in selected academic disciplines to write brief essays summarizing the impact of the new scholarship on women on their discipline. These essays identify and explain the issues to be confronted as faculty in these disciplines revise their courses to include the information and perspectives provided by this scholarship. The series is under continuous development, and titles will be added as they become available. See order form for essays currently available.

27 - 60 pages, 6 x 9 paper, $7 each

➢ ***CUNY Panels: Rethinking the Disciplines***

Panels of scholars in seven disciplines address questions about the impact on their disciplines of recent scholarship on gender, race, ethnicity, and class. The panels were developed under the leadership of Dorothy O. Helly as part of the Seminar on Scholarship and the Curriculum: The Study of Gender, Race, Ethnicity, and Class within The CUNY Academy for the Humanities and Sciences. For this seminar CUNY received the "Progress in Equity" award for 1997 from the American Association of University Women (AAUW).

56 - 85 pages, 6 x 9 paper, $10 each

ORDER FORM 1-800-847-9922, 8:30-4:00 EST, M-F or Fax: 1-410-830-3482

National Center for Curriculum Tranformation Resources on Women
Towson University, Baltimore, MD 21252

SHIP TO:

Name _____

Institution _____

Address _____ (*no P.O. Boxes*)

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

All orders must be prepaid **by charging the total to a credit card by phone, fax, or mail or by enclosing a check for the total amount with the order form. No purchase orders.**

☐ Check enclosed ☐ Visa ☐ Mastercard ☐ Discover

Account # _____ Exp. Date ____/____

Signature _____

Printed Name _____

CUT HERE

WOMEN IN THE CURRICULUM

Title	Quantity	Total Cost
Complete SET of all titles listed below at 10% discount $251 set (individuals); $292 set (institutions) + $20 shipping		$
• **Directory of Projects & Activities,** Hardcover: $30 (individual); $45 (institutions)		$
• **Introductory Bibliography,** Paper: $7		$
• **Getting Started,** Hardcover: $20 (individual); $30 (institutions)		$
• **Internet Resources on Women,** Hardcover: $20 (individual); $30 (institutions)		$
• **Funding for Projects & Activities,** Hardcover: $20 (individual); $30 (institutions)		$
• **Discipline Analysis Essays,** Paper: $7 each		$

___ Anthropology ___ Education ___ Philosophy
___ Art ___ European History ___ Political Science
___ Biology ___ Geography ___ Psychology
___ British Literature ___ Health ___ Sociology
___ Composition ___ Music ___ U.S. History
___ Economics

• **CUNY Panels: Rethinking the Disciplines,** Paper: $10 each		$

___ Anthropology ___ History ___ Sociology
___ Biology ___ Literature
___ Education ___ Psychology

Subtotal	$
Sales Tax (MD residents add 5%)	$
Shipping/Handling (UPS, $4 first book, $1 ea. addl.)	$
TOTAL	$

Make checks payable to: **TU UNIVERSITY STORE**
Mail order to: **University Store, University Union Bldg,**
Towson University, 8000 York Rd., Baltimore, MD 21252
Phone orders: **1-800-847-9922**

Printed in USA 1997

Essays in this *Discipline Analysis* series, edited by Elaine Hedges, summarize the impact on specific disciplines of the new scholarship on women. Written by scholars in the disciplines, these essays identify and explain the issues to be confronted by faculty in individual disciplines as they revise their courses to include women. Each essay provides a valuable bibliography, frequently with a separate listing for internet resources.

Publications available in WOMEN in the CURRICULUM series

- Directory of Curriculum Transformation Projects and Activities in the U.S.
- Catalog of Curriculum Transformation Resources
- Introductory Bibliography: Basic References for Curriculum Transformation
- Getting Started: Planning Curriculum Transformation Work
- Internet Resources on Women: Using Electronic Media in Curriculum Transformation
- Funding: Obtaining Money for Curriculum Transformation Projects and Activities
- Evaluation: Measuring the Success of Curriculum Transformation
- Essays on Selected Topics and Issues
- Discipline Analysis Essays:
  - Anthropology
  - Art
  - Biology
  - British Literature
  - Composition
  - Economics
  - Education
  - European History
  - Geography
  - Health
  - Music
  - Philosophy
  - Political Science
  - Psychology
  - Sociology
  - U.S. History
- CUNY Panels:
  Rethinking the Disciplines
  - Anthropology
  - Biology
  - Education
  - History
  - Literature
  - Psychology
  - Sociology

National Center for Curriculum Transformation Resources on Women

Institute for Teaching and
Research on Women
Towson University

BEST COPY AVAILABLE

ISBN 1-885303-25-4